Students with disabilities and their families often wonder what life will be like after graduation and what supports will be available when school services end.

Transition planning is a process that's designed to answer these questions. It is a "roadmap" to help students with disabilities and their families plan for life after public school.

There are federal and state requirements for schools and ARD committees to address these issues for students with disabilities, including

- transition assessments to identify student strengths, preferences, interests, and needs;
- postsecondary goals to describe what the student will be doing after high school;
- annual goals to support attainment of the skills needed to meet postsecondary goals;
- a course of study outlining what classes the student will need in high school;
- a coordinated set of activities, which is like a "To Do" list of actions needed to meet postsecondary goals, to be completed by the student, family, school, or others; and
- agencies that can provide needed services in adulthood.

Transition planning starts early!

Schools should have processes in place to share information about adult supports as soon as a student becomes eligible for services, and educators should not wait to ask students and families their future plans, so that connections can be made to agencies and other supports.

Big Ideas

Review the "big ideas" and keep them in mind as you explore the basic building blocks for effective transition planning in this At-a-Glance document, then check out the resources for further learning (p. 4) to continue your journey.

BIG IDEA #1: PLAN FOR THE DAY THE BUS STOPS COMING

Transition planning starts with the end in mind. Think about what you're doing for your students that they should be able to do for themselves. How can you increase each student's level of independence? How can you make connections between what students are learning in school and where they want to be in adulthood?

BIG IDEA #2: "NOTHING ABOUT ME WITHOUT ME"

Students must be invited to their ARD meetings if the purpose is to discuss transition. Help each student prepare for and participate in their ARD meetings. Consider implementing processes for student-led ARD meetings and for helping them track their own progress.

BIG IDEA #3: THINK BIG, DREAM BIGGER

Instead of judging a student's postsecondary goals as "unrealistic," find out what the student likes about the idea of achieving that goal, then identify supports necessary for success. Continue the conversation until you can write a goal that includes the student's vision AND the supports needed due to the disability.

TRANSITION PLANNING TIMELINE

IEP – reviewed annually:
Transitional Assessments   Course of Study
Postsecondary Goals   Coordinated Activities
Annual goals   Agency Linkage

Graduation:
Summary of Performance (SOP)
Academic Achievement Record (AAR)

Post-School Outcomes:
a.k.a. "Adult Life!"

New to teaching or new to transition planning? This page can help you understand what transition planning should look like, and the next page can help you understand the legal requirements and accountability systems that support transition planning.

TRANSITION PLANNING ON YOUR CAMPUS

Be sure you know where to find this information by the end of the **first week** of school.

- Who is the transition specialist/contact for my campus? For the district?
- Where can transition planning be found in our IEP paperwork?
- What is my role in completing required transition planning for the ARD?
- How are my students involved in their ARD meetings?
- What is my role in preparing students for their ARD meetings?
- What transition assessments are available at our campus?
- How do students and families connect with adult agencies?
- Are there Transition Fairs at the campus or in the area?
- What are the options for 18+ services in our district?

HIGH SCHOOL STUDENTS SHOULD KNOW...

Be sure you know where to find the answers to these questions by the end of the **first month** of school.

- What are my goals for after high school?
    - » Where do I want to work?
    - » What type of education do I plan to pursue beyond high school?
    - » Where do I plan to live? Will I need support?
    - » What will I do for FUN?
    - » Who will my friends be when I'm no longer in school?
    - » How will I get around? (drive, take the bus, carpool, etc.)
- What is my graduation plan?
- What classes will I take during high school to help me meet my goals?
- What supports help me to be successful in my classes? (accommodations/modifications)
- What agencies will be helpful after I graduate from high school?
- What assistive technology will I need after I graduate?
- What is the plan to increase independence as I get closer to graduation?

By your **first day** of teaching, picture your students at graduation. Have a vision for what you want them to know and be able to do when they leave school. Start with the end in mind!

Cultural Considerations...

Effective transition planning allows educators to listen and learn from students and their families. The process should be culturally neutral and facilitate opportunities to build trust.

- Ask questions and listen carefully to the responses.
- Build on the strengths of each student's life experience, taking the time to learn what is important to each family.
- Discover their hopes, dreams, strengths, and challenges.
- Offer information based on student/family priorities.
- Continue the conversation throughout the school year.

LEGAL FRAMEWORK

Transfer of Rights

In Texas, a student reaches the age of majority (adulthood) upon turning 18. At this time, the student (regardless of the disability) becomes an adult, and all rights previously afforded to the parent now transfer to the student. This means that the student will be the decision-maker in ARD meetings, the person who consents to or refuses services.

Secondary Transition / Post-School Results Network

Timeline for transition planning

Before age 14:
- Develop self-determination skills.
- Discuss and address transition issues as appropriate.

By age 14:
- ARD committee considers transition and addresses each issue as appropriate.
- Student receives notice of ARD and participates in discussion about transition planning.

By age 16:
- IEP must include all required transition planning elements.
- IEPs are eligible for SPP 13 audit.

One year before 18th birthday:
- School provides a statement that the child has been informed of the child's rights under the Individuals with Disabilities Education Act, if any, that will transfer to the child on reaching the age of 18. (CFR § 300.320)
- Student and family pursue alternatives to guardianship, such as supported decision-making and power of attorney, or guardianship, as desired.

At age 18:
- Legal rights transfer to student.
- School sends notice of the transfer of rights.

IDEA 2004
CFR § 300.1 Purposes. The purposes of this part are (a) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services **designed to meet their unique needs and prepare them for further education, employment, and independent living**

CFR §300.43:   Transition Services
TEC §29.011:   Transition Planning
TEC §29.0111:   Beginning of
                 Transition Planning
TEC §29.0112:   Transition &
                 Employment Guide
TAC §89.1055:   Content of the IEP

ACCOUNTABILITY FOR TRANSITION

State Performance Plan (SPP)
Indicator 1:   Graduation
Indicator 2:   Dropout
Indicator 13: Secondary Transition
Indicator 14: Post-School Outcomes

SPP INDICATOR 13: SECONDARY TRANSITION

Each district completes an audit of a sampling of IEPs for students who are age 16 or older. Data is submitted online through TEASE.

Checklist Items:
1) Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?
2) Are the postsecondary goals updated annually?
3) Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?
4) Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?
5) Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
6) Is (are) there annual IEP goal(s) related to the student's transition services needs?
7) Is there evidence that the student was invited to the Admission, Review, and Dismissal Committee (ARD) meeting where transition services were discussed?
8) If appropriate, is there evidence that a representative of any participating agency was invited to the Admission, Review, and Dismissal Committee (ARD) meeting with the prior consent of the parent or student who has reached the age of majority?

For more on these requirements, including videos reviewing each item on the audit checklist, see the SPP Livebinder: www.bit.ly/spptexas

SEE THE TEXAS TRANSITION & EMPLOYMENT GUIDE FOR A COMPREHENSIVE LIST OF ACTIVITIES TO CONSIDER ACROSS THE TRANSITION PLANNING TIMELINE.

www.esc13.net/transition

RESOURCES

Websites
Region 13:
www.esc13.net/transition

Livebinders:
SPP:
bit.ly/spptexas

Graduation:
bit.ly/cleartrail

Transition Assessments:
bit.ly/assesstransition

State Network for Transition/Post-school Results:
www.transitionintexas.org
> Texas Transition & Employment Guide
> (available in English and Spanish):
> www.transitionintexas.org/Page/143

Secondary Transition Guidance at TEA:
www.tea.texas.gov

Legal Framework:
framework.esc18.net
- » Transition Services
- » Adult Student
- » Consent for Disclosure of Confidential Info
- » Graduation
- » Parent Notification and Personal Graduation Plan
- » Prior Written Notice
- » Summary of Performance

NTACT
(National Technical Assistance Center for Transition)
www.transitionta.org

Transition Coalition (KU):
www.transitioncoalition.org

Workshops
Texas Transition:
Are Your Students World-Ready?

Transition Network:
Quarterly meetings for transition leaders
(as assigned by each district)

CONTACT
ESC REGION 13
Elizabeth Danner
(512) 919-5182
elizabeth.danner@esc13.txed.net

TRANSITION PLANNING AT-A-GLANCE SERIES:
- ■ Transition to Adulthood
- ■ Summary of Performance
- ■ Career Connections
- ■ 18+ Programs & Services
- ■ Educator's Guide to Agencies & Adult Supports
- ■ Self-Determination

Transition Specialist Contact Information

CAMPUS
Name:

Phone:

Email:

DISTRICT
Name:

Phone:

Email:

www.esc13.net/transition